

1. Summary information					
School	Downs Way School				
Academic Year	2017/18	Total PP budget	£22,491	Date of most recent PP Review	Jun 2017
Total number of pupils	157	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Feb 2018

2. Current attainment (Based on end of KS1 2016-17 data)								
	School Expected	Disadvantaged Expected	School Other Expected	National Average Expected	School Greater Depth	Disadvantaged Greater Depth	School Other Greater Depth	National Average Greater Depth
Reading	90%	100%	89%	76%	35%	0%	37%	25%
Writing	80%	100%	79%	68%	28%	50%	26%	16%
Maths	88%	100%	87%	75%	28%	0%	29%	21%

Pupil premium strategy statement (primary)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Higher ability children eligible for Pupil Premium are not consistently achieving Greater Depth (focus needs to be on ensuring that all pupils make accelerated progress)
B.	Higher level reading skills need to be developed. (Teachers must ensure that pupils who are attaining well also make accelerated progress.)
C.	Lower attaining pupils are not 'diminishing the difference' with current provision. They are remaining at below or well below age expected. (This includes pupils without SEND)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	A significant proportion of our Pupil Premium children experience emotional vulnerabilities and challenge outside of school. Many pupils are on caseloads of external agencies and a proportion have repeated lateness or low attendance which impacts upon learning & support programmes. A significant number of Pupils eligible for PP are also TAF, CiN or CP.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Improve the reading, writing and maths skills for lower attaining pupils.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Children with emotional vulnerabilities are supported and feel secure and ready to learn.	Pupils eligible for PP have access to the Learning Mentor and ELSA and their learning behaviours and application improve.

5. Planned expenditure

Academic year **2017-2018**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.	To maintain and expand 'Quality first teaching' strategies in all classrooms and explore continuous provision through daily routines as a way of enhancing outcomes for pupils. Staff training in the use of continuous provision as a way of enhancing outcomes for pupils. Our regular Pupil Progress meetings will continue to highlight those eligible for PP who are underachieving and actions will be discussed and implemented to help secure better progress.	Quality First teaching remains the most effective and cost effective way of securing good progress for all pupils. 'Continuous Provision' is a teaching strategy which can be used in conjunction with this. Educators such as Chris Quigley have found it to be an effective tool in improving attainment. As a school we would like to invest in training to develop this across the curriculum. Pupil Progress meetings are held regularly and data is analysed and discussed for each class and across each year group, looking at different groups of pupils. Pupils' Baseline & EYFS data is used to project the minimum expectations for each child by the end of KS1 and end of year targets are also set within each year group. These high quality professional discussions have a positive outcome on pupils' progress.	Use Twilight sessions to explore the use of 'Continuous Provision' with staff. Monitor its implementation through lesson observations. Pupil Progress meetings will continue to be scheduled into the School calendar. These are held with the Head.	All staff supported by Head, Deputy Head, English & Maths leaders	Jan '18
A. Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.	To introduce the MindUP programme across the school.	MindUp is a comprehensive, classroom tested, evidence based curriculum framed around lessons that foster social and emotional awareness, enhance psychological well-being and promote academic success.	INSET training received from the MindUP for <i>all</i> staff. The lessons will be monitored as part of the usual evaluation and monitoring schedule. This includes lesson observations, pupil and staff questionnaires etc.	All staff Head & Deputy Head	July '18
Total budgeted cost					N/A

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.	Expand the use of 'Precision' teaching for pupils eligible for PP Intervention groups set up based on SMART targets.	Students need targeted support to catch up. This is an EP programme which has been evaluated and shown to be effective in schools. (EPs returned for observation and feedback after training.) Interventions over a 6-8weeks time scale have found to be effective when based on SMART targets. Programme is very prescribed and precise in its delivery and assessment of impact. Evidence is quickly collated to ensure that pitch is accurate and targets are appropriate	Organise the timetable to ensure that staff delivering provision have sufficient preparation and delivery time. Monitor progress of chosen pupils. Teachers assess & select pupils / TAs deliver and record progress. Inclusion Leader & SENDCo to monitor selection of pupils, provision & impact.	Deputy Head & SENCo	Jan '18
B. Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.	1stclass@number maths programme/intervention	Pupils need targeted support to close the gaps in their maths learning. 1stclass@number has been proven over a number of years to have a positive impact on lower attainers resulting in accelerated progress in a time bonded period.	Monitor selection of pupils. Observe sessions and meet regularly with TA delivering programme. Analyse assessment data.	Inclusion Leader & SENDCo Maths Lead	Mar 2018

Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.	Talking Partners	<p>Pupils need targeted support to improve speech and language skills. This programme addresses issues such as lack of confidence, interaction, speaking & listening. It can be used for any range of abilities and it is a tailored group of 3 with similar needs. It will be targeted at pupils who are high achieving (or have potential to be) but lack confidence and articulation.</p> <p>The Talking Partners 10 week programme has been proven over a number of years to have a positive impact in in speaking, listening & writing.</p>	<p>Monitor selection of pupils. Observe sessions and meet regularly with TA delivering programme. Analyse assessment data.</p>	<p>Inclusion Leader & SENDCo Debbie Cope</p>	Feb 2018
Total budgeted cost					£13,780
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Pupils eligible for PP have access to the Learning Mentor and ELSA and their learning behaviours and application improve.	<p>ELSA to work with small groups. Develop ELSA team.</p> <p>Learning Mentor to work with individuals</p>	<p>Children who have concerns or worries do not learn effectively. We have found when children have an outlet for their worries and are able to talk about coping strategies they are better able to learn.</p>	<p>Pupils' involved will be agreed between the SENCo and Deputy. The timetable will be organise to ensure that staff delivering this provision have sufficient preparation and delivery time. Individual children will be discussed and a programme put together that is tailored to their specific needs.</p>	<p>Inclusion Leader SENCo</p>	June '18
Pupils eligible for PP have equal access to curriculum enrichment opportunities	Deputy Head to work alongside parents/carers so pupils eligible for PP have access to the same opportunities as their peers.	<p>The School believe that all pupils should have the opportunity to experience trips and other curriculum enrichment opportunities which enable them to develop their interpersonal skills and citizenship.</p> <p>Many pupils from disadvantaged groups may not take up after school opportunities that will develop their social and physical/healthy lifestyle skills.</p>	<p>The Deputy Head will work alongside parents/carers. Deputy/Inclusion Lead to monitor subscription to clubs – are pupils eligible for PP attending after school clubs?</p>	<p>Deputy Head / Inclusion Leader</p>	June '18
Total budgeted cost					£7,090

6. Review of expenditure				
Previous Academic Year				
Pupil Premium Interventions Total Year to Date(Academic Year)		£22, 556		
Learning Mentor and ELSA		£2525		
Learning Mentor/ Elsa Resources (April to March)				
Pupil Premium Resources/ Uniform/ Clubs subsidies (April to March)		£195		
Trip Subsidies		£49.50		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.	To maintain and expand 'Quality first teaching' strategies in all classrooms. Our regular Pupil Progress meetings will continue.		Quality first teaching was not consistently strong in the school. Pupil Progress meetings were rigorous and teachers held to account. A number of pupils need to be given more opportunities to make good progress. Higher attaining pupils did not achieve greater depth in all areas and need to be given more opportunities to develop and show greater understanding. For a number of pupils their emotional needs remain a barrier or they gaps they are working on are significant so they will need a greater period of time to be closed. Continuous provision as a teaching strategy will be invested and implemented as a tool for support all PP pupils.	N/A
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

A. Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.	Intervention groups set up based on SMART targets.		Intervention group teaching was well delivered and pupils made progress. However strategies used need to be implemented in whole class teaching by class teachers.	£22,556
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B. Pupils eligible for PP have access to the Learning Mentor and ELSA and their learning behaviours and application improve.	Sessions with the Learning Mentor and ELSA	Access to this provision had a significant impact on the pupils' well-being. In all cases their emotional needs are ongoing. Many pupils are TAF, CiN or CP with complex issues and needs. The emotional needs have proven a significant barrier to progress in learning.	There is a greater need for Learning Mentors and ELSAs. We would like to expand this provision so that we can offer it to a greater number of vulnerable pupils. (The majority of these pupils are also eligible for PP.) The ELSA/Learning Mentor will spend every afternoon working with these vulnerable pupils.	£2525

7. Additional detail

Every child is an individual and we look at the 'whole' child. With this in mind we tailor an approach to their academic and social needs which is personal to them. We are flexible in our approaches and review the support that we have in place. If support is not enabling & resulting in progress we adapt the support. Teaching staff closely monitor the progress and achievement pupils eligible for Pupil Premium. The staff of Downs Way School work as a team to provide the best for all pupils and to 'diminish the difference' in progress and attainment between pupils eligible for PP and others. Our pupils leave Downs Way School as well-rounded, happy, nurtured individuals with a strong sense of belonging to and being part of a caring community.